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ABSTRACT

This module adapts the content of an on-campus early childhood education program to a competency-based set of self-paced learning activities for use in largely self-directed, supervised instruction of student child caretakers employed at such settings as a day care center or Head Start agency. Addressed in the individual sections of the module are the following topics: participating in an early childhood classroom, writing a log of daily practicum experiences, evaluating teaching skills and enriching identified areas of need, presenting learning experiences representing ethnic groups, developing plans and procedures for field trips, reading about and reporting on the field of early childhood education, utilizing printscript in the classroom, and preparing for entry into the world of work by developing and using effective job-search strategies. Each section consists of an objective and a list of suggested activities. Appended to the module are assorted sample forms, a sample resume, cover letter, follow-up letter, and a bibliography of works for use in and about early childhood education programs. (MN)

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BELLEVUE COMMUNITY COLLEGE

EARLY CHILDHOOD EDUCATION 193

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Gloria Owens Polis
Program Chair
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BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington

EARLY CHILDHOOD EDUCATION 193

PRACTICUM

Purpose

This module adapts the content of the on-campus Early Childhood Education program at Bellevue Community College to a competency-based set of learning activities. Completion of the required learning activities is the responsibility of the student. The college instructor is available for guidance, resources, and observation as needed. References are suggested.

Development of these self-paced modules is intended to produce a highly individualized training for early childhood personnel. Possible candidates for utilization of this module are the child caretaker who is employed all day, the young mother who wishes to continue her training, or the daytime worker who desires another career.

Learning objectives are designed as suggestions to meet the established objectives. Instructors may wish to develop their own or supplemental activities to meet the unique needs of their students. Please share learning activities which are developed through use of these modules. By sharing, these modules will continue to grow and be a viable addition to all early childhood programs.

Acknowledgments

Special appreciation to members of the Early Childhood Education Advisory Board for their involvement in the development of these modules. The suggestions of the students and staff members have also been invaluable. Thanks also to the college administration for their encouragement of staff growth and program innovation.

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Gloria Owens Polis

Early Childhood Education 193

Practicum

Course Description - Supervised learning experiences in a specific school situation at the primary levels or preschool, day care, Head Start Agency. Participation will be closely supervised by a qualified instructor.

Course Objectives

I. Participate in an Early Childhood classroom.

II. Write a log of daily practicum experiences.

III. Evaluate teaching skills and enrich identified areas of need.

IV. Present learning experiences representing ethnic groups.

V. Develop goals, plans and procedures for field trips.

VI. Extend personal knowledge in the field of Early Childhood Education by reading and reporting on one professional book.

VII. Utilize printscript in the classroom.

VIII. Prepare for entry into the world of work, including acquisition of skills in identifying employment objectives and abilities; writing resumes, cover letters, and follow-up letters; targeting jobs and looking for employment; and interviewing with prospective employers.

Early Childhood Education 193

Course Objective

1. Participate in an Early Childhood classroom.

   A minimum of nine weeks will be required.

Activities

A. Complete the participation information. (See Appendix) Give it to the instructor and arrange for a time and date for the instructor evaluation. Coordinate this time with your supervising teacher.

B. Upon completion of your Practicum, request that the supervising teacher complete the Evaluation of Lab Practicum. (See Appendix). Send it to the college instructor.

Course Objectives

II. Write a log of daily practicum experiences.

Activity - Complete this activity.

The logs will document your activities and presentations.

At least eight will be required,

Sample format in Appendix.

Course Objective

III. Evaluate teaching skills and enrich identified areas of need.

Activities - Complete either A or B or select one activity from C or D.

A. List five areas of strengths and five areas of weakness that you have in your job performance.

   Select one area of weakness and develop a special class presentation. Describe the activity. Include the children and staff reactions. What growth did you experience by completing this activity?

B. Select an evaluation tool (self-assessment form, cue sort, progress report, employment evaluation, etc). Evaluate yourself as accurately as you can. Ask a parent, volunteer, co-worker or supervisor to complete the same form based on observations of you. Compare the results. Are there differences in perceptions? Select one area of weakness and develop a special class presentation. Include the information in your log. Did you experience any growth by completing this activity?

C. From either activity A or B, select one area of your evaluation in which there is a need for an extended learning activity. Prepare an extended learning activity which would be helpful to you. Examples are developing a science concept (wind, magnets, water, nature walk, etc.), producing a puppet show , constructing cognitive games for your center, learning to play a musical instrument, or story-telling with a flannel board.

D. List at least five areas in which you would recommend additional training for your center. What methods of training would be most effective in each of these areas? Develop a recommended plan for each identified area.

Course Objectives

IV. Present learning experiences representing ethnic groups.

Activities - Complete either A or B and select one activity from C, D, or E.

A. Select an ethnic group represented in the classroom or in your community and develop five well planned, appropriate activities that genuinely reflect the values and culture of that group. Language, music, art, science or cooking activities could be developed. Field trips, dramataic play or games are other activities to be considered. At least one activity should be presented to your group. Include a description of and the reactions to your presentation in your log.

B. Develop a daily lesson plan with the goal of helping children understand the contributions of another culture. Use the lesson plan form in the Appendix. Include the concepts as outlined with a focus on the specific culture. Present the daily lesson as planned. Describe the reactions in your log.

C. Invite a parent, friend, or community representative to visit the classroom and present a group time with the children that reflects traditions, customs, or values of a particular ethnic group. Write a brief report of the activity.

D. Inventory classroom supplies and materials that reflect the culture of different ethnic groups. After assessing the available material note groups that are under-represented and list appropriate material that is needed in the classroom.

E. Add to your files a total of not less than fifteen pictures, finger-plays, flannel board stories, etc., that can be used to meet this objective. Include them in your report.

Course Objectives

V. To develop goals, plans, and procedures for field trips.

See Field Trip Information in Appendix.

Activities - Complete A and select one activity from B, C, D or E.

A. Demonstrate preparation and planning for a field trip. Use the field trip activity plan in the Appendix. Go on a field trip, if possible. Include comments and evaluation of the day in your log.

B. Develop a resource file of at least ten possible field trips that you could take in your community. Make a file card for each and include the following information:

a. Curriculum area.
b. Name and place.
c. Location and telephone number.
d. Travel time and route.
e. Number of adults needed to supervise.
f. Time to allow on site.
g. Money required.
h. Advance arrangements.
i. Special notes.

C. Describe at least four field trips that you have taken with a group of children. Include any problems encountered. Evaluate each trip in terms of goals accomplished and learning that resulted.

D. As a follow-up activity to a field trip, have the children dictate or write a story about the trip. An alternative could be to have the children draw pictures of their favorite activities on the field trip. Include any comments on pictures. Submit samples of this activity with your log.

Course Objectives

VI. Extend personal knowledge in the field of Early Childhood Education by reading and reporting on one professional book.

Activities - Complete A and B.

A. Select a book to read which involves early childhood education. Check with your supervising teacher or college instructor for suggestions, if needed.

B. Write a report on the book selected. Use the form in the Appendix.

Course Objective

VII. To utilize printscript in the classroom.

Activity - Complete either A, B, or C.

A. Obtain a printscript form from the nearest public school or use the guide in the suggested text. Review the printed alphabet and produce one perfect example of upper and lower printscript. Use this in the classroom.

B. Make a set of upper and lower case alphabet letters. Use felt, cardboard, sandpaper, wood, leather or plastic. Introduce these into the classroom. Describe the reaction of the children in your log.

C. Describe how you have introduced printed letters into your classroom through labeling. Examples from the suggested text include children's artwork, bulletin boards, name tags, place cards, lockers, storage areas, objects around the room or schoolroom areas.

Suggested text* Early Childhood Experiences in Language Arts. Second Edition. Jeanne M. Machado, Delmar Publishers. 1980.

Course Objective

VII. To prepare for entry into the world of work, including acquisition of skills in identifying enployment objectives and abilities; writing resumes, cover letters, and follow-up letters; targeting jobs and looking for employment; and interviewing with prospective employers.

Activities

A. Identify employment objectives and abilites - Complete all three.

1. Write a job description of a position you would like to hold. Be specific: identify a job title, duties performed, an outline of preferred daiiy activities, a description of the work evnironment, numbers and ages of children you would like to work with, etc.

2. Summarize your work and educational history, including paid employment experiences (positions, employers, dates), volunteer and/or practicum experiences, and previous education and training (schools, programs, degrees earned). Add any other life experiences.

3. Identify ten to twenty skills and abilities you would bring with you to a job, drawn from your experience history (#2 above). List can include general, transferable skills) teaching, planning, organizing artistic ability), specific skills (teach four year olds to swim, making puppets, playing piano), and personal characteristics (patience, friendliness, punctuality).

B. Writing resumes, letters, and follow-up letters - Complete all three.

1. Review different resume formats (available in job advice books, career resource libraries, public libraries). Select a format for a resume that is suitable for you. Write your own resume for a position within the field of early childhood education. Include a job objective and a summary of your work and educational history that best highlights your skills. (See sample in Appendix).

2. Identify a potential place of employment, such as a child care center or preschool. Write a cover letter or letter of introduction as if you were applying for a position. Determine the name of the person at the agency or school who would be likely to do the hiring, and address your letter to that person. Include in the cover letter your reason for writing, the high-lights of your qualifications, a reference to an enclosed resue, and a specific request. See Sample Cover letter in Appendix).

Course Objective VIII cont.)

3. Imagine that you have recently interviewed with the child care or preschool employer identified in number 2 above. Write a follow-up letter addressed to the specific person who would have interviewed you, thanking them for talking with you and reaffirming your interest in employment. (Se sample Follow-Up Letter in Appendix).

C. Targeting jobs and looking for employment - Complete two.

1. List at least five agencies, centers, or people whom you could use if you were looking for a job working with children. Indicate how you know of the source, how it might help you, and what you hope to gain from each contact.

2. One important aspect of job hunting is having appropriate references. Identify three references in each of the following categories: professional (work references), educational (e.g. Practicum supervisors), and personal (character references). What would you expect of your references to say about you?

3. Develop a job-search plan for a one-month period. Establish weekly goals (e.g. send out five resumes to potential employers each week) and identify what steps you would take to locate job openings and research potential employers.

D. Interviewing with prospective employers -Complete two.

1. Assume that you are one of several people interviewing applicants for a teaching job at your center. Prepare at least five questions you would want to ask each applicant.

2. Respond in writing to the questions, "What do you have to offer as an employee?" Include your job qualifications, experience and education, and personal characteristics.

3. List some reasons people do not get hired as a result of mistakes made in an interview. Identify any weaknesses, shortcomings, or gaps in your resume you may be asked about in an interview and describe how you would compensate or turn them into assets to the employer.

4. Describe how you would prepare for an interview. What would you do to make a good first impression, how would you dress, what would you do to demonstrate your confidence and interest in the job?

Early Childhood Education 193.

Participation Information

Name_____Quarter_____

Placement:

Name of School_____

Director_____

Address_____

Telephone:

Center_____Home_____

Participation in time:

Hours_____ Day_____

Ages of Children_____Number of Children_____

Total Number under your Responsibility_____

Your Participating Teacher_____

Describe your classroom: Physical facility, staff ratio, hours of operation, cost to parents, outdoor play areas, snack and/or lunch menus, and any special events.

Summarize your activities for the day:
(Use other side of paper to complete information if needed.)

Early Childhood Education

Log of Activities

Name_____

Date of Narrative_____

School_____

Age of children_____# in class_____

Instructor_____

Schedule of events

Time of day	What I did

1. How did the children react to my participation? Check one:
   learning was enhanced__learning was not enhanced__

Explain

2. What activity I liked best?

3. Changes I would make to improve the learning opportunity.
   (use other side if necessary)

4. General remarks regarding how I feel about the session
   (use other side if necessary)

Early Childhood Education 193

Field Trip Activity Plan

Name _____ Date _____ Laboratory _____

Field Trip _____

Adult Preparation

Children's preparation

Day of Field Trip

Follow-up Activities (Immediate)

Post-trip Activities (long-range)

Field Trips

Why take field trips?

Young children learn best from involved first-hand experiences. Contact with the environement (people, animals, plants, elements) through the child's five senses leave a lasting impression of the real world. Field trips provide opportunities for curriculum enhancement through experiences. By seeing, listening, feeling, touching, tasting - observing, experimenting, questioning, discovering - the child gathers a storehouse of authentic information for present and future reference. The child directly assimilates the information and later will practice or role play what has been learned. Follow-up activities consolidate the learning and assist the child in understanding how the experiences fit into the real world.

Characteristics of Field Trips

1. Plan field trips for as long as a day or as short as ten minutes. They can be an extensive excursion or a short walk.
2. Select approporiate field trips according to age, interest, curriculum and safety.
3. Plan the purpose, goals and objectives for cognitive purposes. These may be simple or complex depending upon the subject of the field trip and the age and developmental level of the children. Careful planning enhances the learning possibilities of the trip, but be aware of the unexpected learnings oppontunities. Both are important. REMEMBER THE TEACHABLE MOMENT!.
4. Prepare the class for expected learning prior to the field trip.
5. Consolidate the field trip learning through follow-up activities. These are a MUST to maximize experience.
6. Evaluate the field trip. Was it worthwhile for the children? Were the goals and objectives met? Were plans complete so that the trip was a pleasant experience for adults and children alike?

Preparation for Field Trip

Field trips that are spontaneous may need little formal organization. If the trip is to be an investigative walk around the school, the teacher with the assistant can easily accomplish the objectives. There is no need to call upon other helping persons, but it is important to tell another person where the class is going and how long they will be gone. Sometime a note on the door will suffice.

More extensive field trips require additional adult suupervision. Mothers, fathers, senior citizens, or older brothers and sisters are possible helpers. A short briefing of the adults prior to the field trip will help asssure the children's safety as well as the fulfillment of the curriculum goals.

Early Childhood Education 193

BOOK REPORT

Author:

Title:

Publisher:

Date of Publication: Number of pages:

Why I liked or disliked this book:

How does the book relate to your goals in Early Childhood Education?
How will it help you in your work?

EVALUATION LAB PRACTICUM

Name of Student _____

College Class _____

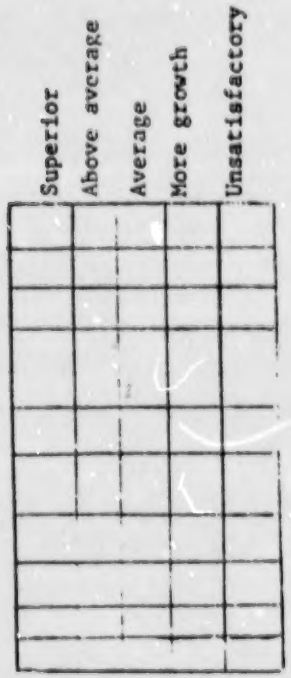
Evaluator _____

Position of Evaluator _____

School _____

Name of Class _____

Age of Children _____



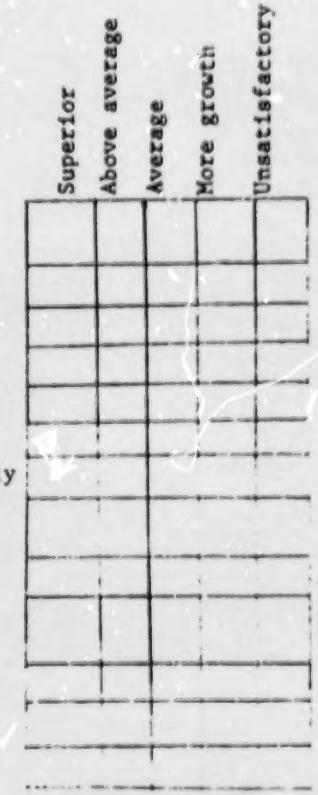
PERSONAL RESPONSIBILITY

- Promptness
- Grooming
- Reliability

Response to Training

1. Teacher Directions
2. Understanding
3. Takes Criticism and Suggestions

- Professional Ethics
- Cooperation with Staff
- Willingness
- Knowledge of Subjects



TEACHING ABILITY

Interaction With Child

1. Shows Warmth
2. Judgment
3. Motivates
4. Participates
5. Innovates
6. Says Appropriate Things
7. Listens to Child Attentively

Instruction Ability

1. One to One
2. Small Group

Responsibility to Children

1. Health and Safety
2. Sensitivity to Need

- Follow-through on Lessons
- Children's Response to Aide

COMMENTS: (use back if necessary)

Appendix

Early Childhood Education

Daily Lesson Plan

Date:

Name	Concept	Ages of children	Number of children
Goal-To		Theme	

Time	Activity	Concept	Resources	Aide duties or special preparation

Reminder: Concepts--large muscle development, small muscle development, language development, cognitive processes, and social-emotional developmental -- should be integrated into each daily plan.

Outside play should be part of each child's day. Include time and activities to share their experience.

COURSE /MODULE_____
INSTRUCTOR_____

EVALUATION OF MODULE

(To be submitted with final assignment.)

1. Were the directions for the Activity assignments clear? Yes__ No__
2. Was the material at your level of reading and understanding? Yes___ No__
3. Were the activities useful to you? Yes__ No__
4. Did the course module meet your expectations? Yes__ No__
5. Was the amount of work required reasonable? Yes__No__
6. Would you take another course in this modularized mode? Yes__No__
7. Would you recommend this course to a friend or co-worker? Yes__No__
8. What activities could have been omitted?_____
   _____
   _____
9. What specific objectives contributed most to your growth?_____
   _____
   _____
10. How might this module be changed or modified to make it more valuable to your development as a teacher of young children?_____
    _____
    _____
11. What did you like least about the course?_____
    _____
    _____
12. What did you like best about completing the course?_____
    _____
    _____
13. How would you rate this model? (Circle the number)

    Low 1 2 3 4 5 High

14. How would you grade yourself?

    A B C D E

SAMPLE RESUME

JANE DOE
1234 Blueberry Lane
Bellevue, Wa. 98000
555-1212
844-1111 (message phone)

JOB OBJECTIVE:

Seeking teaching position in preschool or day care. Prefer working with three or four-year olds in team teaching situation.

EDUCATION:

Associate of Arts Degree in Early Childhood Education, Bellevue Community College, Bellevue, Wa., June 1983.

Graduated with honors, American High School, Seattle, Wa. 1977.

RELATED EXPERIENCE:

Student teacher, Creative Activities Lab, Bellevue Community College, Bellevue, Wa. Planned and directed art, music, and dramatic activities for 3 and 4-year olds in supervised practicum. March - June, 1983.

Co-teacher, Crossroads Childcare Program, Bellevue, Wa. Planned curriculum, lead group activities, prepared snacks for toddlers group. 1980-1982.

Recreational Therapy Assistant, Children's Orthopedic Hospital, Seattle, Wa. Assisted hospitalized children with arts and crafts, recreational activities, and game-playing. Volunteer position. 1979-1980.

OTHER EXPERIENCE:

Cashier-Checker, Prairie Market, Redmond, Wa. Promoted from box-girl. 1978-1979.

SPECIAL SKILLS AND QUALIFICATIONS:

Play the piano and flute, speak fluent Spanish, teach Sunday School. Interests include nutrition, collecting pictures and finger-plays, and sewing costumes.

REFERENCES:

Will be furnished on request, along with a professional portfolio.

Sample Cover Letter

1234 Blueberry Lane
Bellevue, Wa. 98000

June 4, 1983

Mary Smith
Education Director
Wee Ones Preschool
8000-1st Avenue
Bellevue, Wa. 98007

Dear Ms. Smith:

I am writing to request your consideration of my qualifications for employment as a teacher in the Wee Ones Preschool. I understand from a former teacher, Susan Jones, that you have an opening for a full-time classroom teacher. I would be very interested in working in a program like yours that emphasizes creativity and development.

As a recent graduate of the Early Childhood Education program at Bellevue Community College, I have had extensive training in curriculum design, creative activities planning, and early childhood development. I would also bring to the position skills in music, nutrition planning, and drama, as well as fluency in Spanish.

Enclosed is my resume which summarizes my experience and interests. I also have a professional portfolio available for your review.

I would very much like to interview for the position and will call early next week to arrange for an appointment at your convenience.

I look forward to meeting with you.

Sincerely,

Jane Doe
555-1212

Sample Follow-Up Letter

1234 Blueberry Lane
Bullevue, Wa. 98000

June 12, 1983

Mary Smith
Education Director
Wee Ones Preschool
8000-1st Avenue
Bellevue, Wa. 98007

Dear Ms. Smith:

I enjoyed meeting with you yesterday afternoon and appreciate your interest in me as an applicant for the full-time teaching position at your school.

Your preschool's philosophy of child-oriented learning impressed me and I felt that the atmosphere of your classes reflected that philosophy.

I hope we will be working together and look forward to hearing from you. Thank you again for the interview.

Sincerely,

Jane Doe
555-1111

BELLEVUE COMMUNITY COLLEGE

Early Childhood Education

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